



**pennsylvania**  
DEPARTMENT OF EDUCATION

# The Pennsylvania System of School Assessment

## English Language Arts Item and Scoring Sampler



**2021\***  
**Grade 5**

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\* This is a revised version of the 2017 Item and Scoring Sampler.

**ENGLISH LANGUAGE ARTS TEST DIRECTIONS FOR READING PASSAGES AND QUESTIONS****Directions:**

On the following pages are the Reading passages and questions.

**Directions for Multiple-Choice Questions:**

Some questions will ask you to select an answer from among four choices.

For the multiple-choice questions:

- First, read the passage carefully.
- Read each question and choose the best answer.
- Only one of the answers provided is correct.
- You may look back at the passage to help you answer the question.
- Record your choice in the answer booklet.

**Directions for Evidence-Based Selected-Response Questions:**

Some questions will have two parts and will ask you to select one or more answers in each part.

For the evidence-based selected-response questions:

- Read Part One of the question and choose the best answer.
- You may look back at the passage to help you answer Part One of the question.
- Record your answer to Part One in the answer booklet.
- Only one of the answers provided in Part One is correct.
- Then, read Part Two of the question and choose the evidence to support your answer in Part One. If Part Two tells you to select two answers, be sure to select two answers.
- You may look back at the passage to help you answer Part Two of the question.
- Record your answer or answers to Part Two in the answer booklet.

**Directions for Text-Dependent Analysis (TDA) Prompts:**

The English Language Arts TDA prompt will ask you to analyze the passage and use evidence from the passage to write an essay.

For the TDA Essay:

- Be sure to read the passage and the TDA prompt carefully.
- Review the Writer's Checklist to help you plan and organize your response.
- You may look back at the passage to help you write your essay.
- Write your essay in the appropriate space in the answer booklet. If you use scratch paper to write a rough-draft essay, be sure to transfer your final essay to the answer booklet.
- Be sure to check that your essay contains evidence from the passage to support your response.
- Be sure to check your essay for errors in capitalization, spelling, sentence formation, punctuation, and word choice.

## PASSAGE 1

The following passages are fictional stories of a journey set aboard the *Mayflower*. Read the first passage and answer questions 1–5. Then, read the second passage and answer questions 6–9.

## Hannah Saves the *Mayflower*

by Carolyn Goodrich

Hannah opened her eyes to another day of unchanging location. Sighing, she hugged Prudence, her raggedy doll. She watched as others awoke slowly on the tiny world of the *Mayflower*. For two months, eighty Pilgrims, two dogs, and some chickens had been packed together on this covered deck. There was nowhere to go and little to do on this endless sea.

“Mother, do you think we will find America today?” asked Hannah.

“Soon,” Mother answered. “Did you sleep well?” She gave Hannah a biscuit.

Hannah gnawed on the hard, dry meal, remembering warm milk and newly picked berries of long ago. She said, “Yes, Mother. I dreamed of our home in England and of walking on the ground and running.”

Mother smiled. “If the sea is calm, we can cook today. Something warm will be a comfort.” The ocean had been turbulent for days, and Captain Jones had allowed no fires aboard the *Mayflower*. The wooden ship could easily be set afire. When they could cook, charcoal fires were built on sand in metal boxes on the open deck.

“If we go on deck today, Hannah, you must stay close to me. Never forget what happened to John Howland. The rowdy sailors are to be avoided, and you would be most wise to ignore your naughty cousins. So many tiresome days of little activity have made them ever more fearless and foolish,” Mother said.

Hannah knew her mother’s words were wise. She shivered at the memory of John Howland’s accident. He had gone up for fresh air and been swept into the water by waves. Only his grabbing a rope trailing in the water had saved him.

She was afraid of the sailors. They did not seem to like the passengers. They said the Pilgrims got in their way and were sickly. Father said the sailors would rather carry cargo than people. Hannah was glad to avoid them and their meanness.

However, the mischief of her cousins was fascinating. John and Francis were older than Hannah. They roamed the ship looking for new things to try. They were adept at sneaking away from their parents. Hannah was entertained by their antics, but she would never dare what they did. She giggled when she recalled Mary Brewster’s face as she opened a chest to get thread and released a squawking, flapping hen. But then there was the time the boys had been chasing each other around the deck during cooking. John tripped over a fire box, spilling hot coals onto the deck. Quick sailors had barely prevented a fire.

Hannah saw her cousins scuttle up the ladder to the open deck. Then she heard shouting from above, and the two boys came sprawling down again.

“What happened? Why did you go up there alone when it is dangerous?” Hannah whispered.

Francis whispered back, “We were going to climb high to watch for land. A sailor dragged us off the rigging. The sea is still as a pond. We would have been safe enough.”

John joined in. “Yes, we cannot sit about sewing and playing with a doll every day. Men can sing and loll about for a short time. Then they must take action.”

Remembering that once they had teased her by taking her doll, Hannah tucked Prudence under her cloak. Then she said, “Other boys are able to be manly but do not get into daily trouble as you do.”

The sea was indeed smooth on this day. The Pilgrims ventured onto the open deck to cook a stew of salted beef, beans, and peas. Hannah was surprised that John and Francis did not use this chance to be on deck.

Soon the wind rose, and everyone went below. John and Francis appeared and sat close by Hannah. John pulled back his coat. “Look what we found. Treasures! We are making an invention.”

“Those are quills. Are you going to invent writing? That is what they are for,” replied Hannah.

“No, we have a better use. We will not tell you. You are much too young and a girl,” Francis said.

They crept away.

What could be so exciting about feathers from geese? thought Hannah. She crawled after the boys and followed them to a lower deck of storerooms. Some held barrels filled with furniture, weapons, building materials, tools, and seeds for planting. Hannah trailed her troublesome cousins around the stacks and piles.

Suddenly, the boys stopped, and Hannah almost ran into them. They began putting pinches of black powder into the hollow quills that they laid on a barrel top. She knew it was gunpowder, what soldiers put into their muskets. Francis brought a smoldering rope to the end of one of the filled quills. They were making fireworks!

At the sight of the flame, Hannah did no more thinking. “FIRE! FIRE!” she screamed.

Men rushed into the storeroom and stomped the fire out of the feather fuse before it reached the firecracker at its end.

“Do you boys have no wits at all?” asked John Alden, who had been first to respond. “Firecrackers are more than flash and noise in this place.”

Miles Standish added, “This is not mere mischief. Fire and gunpowder are deadly play, the more so atop a powder barrel. A spark could have blown all of us into eternity.”

With a shake of his head, Captain Jones said, “Had little Hannah not been watching and sounded the alarm, my *Mayflower* would be no more. Where is the father of these two?”

John and Francis stood still, pale, and afraid before the angry men. Then from above came the shout all had been waiting to hear for these many days. “LAND HO! LAND HO!” Pilgrims and sailors scrambled to the top deck for their first sight of the new land. The cousins’ invention and Hannah’s brave moment were forgotten. The Pilgrims had survived to find America and continue the adventure of their lives.

**Multiple-Choice Questions**

1. Read the sentences from “Hannah Saves the *Mayflower*.”

“Mother smiled. ‘If the sea is calm, we can cook today. Something warm will be a comfort.’ The ocean had been turbulent for days, and Captain Jones had allowed no fires . . .”

Which words are used as antonyms in the sentences?

- A. “smiled” and “allowed”
- B. “sea” and “ocean”
- C. “calm” and “turbulent”
- D. “warm” and “fires”

2. What does the word antics mean as it is used in “Hannah Saves the *Mayflower*”?
- A. boasts
  - B. pranks
  - C. methods
  - D. thoughts

Item Information	
Alignment	A-V.4.1.1
Answer Key	B
Depth of Knowledge	2
p-value A	8%
p-value B	50% (correct answer)
p-value C	27%
p-value D	15%
Option Annotations	The student is asked to use context clues to determine the meaning of the word “antics.” Option B is the correct answer since the word “antics” means “pranks” as it is used in the passage, referring to the actions of Hannah’s cousins. Options A, C, and D are not the correct meaning of the word “antics” and do not make sense in the given context.

3. In “Hannah Saves the *Mayflower*,” how is Hannah different from John and Francis?
- A. Hannah is more curious.
  - B. Hannah is more talkative.
  - C. Hannah is more courageous.
  - D. Hannah is more responsible.



4. Which sentence from “Hannah Saves the *Mayflower*” **best** supports a theme related to consequences?
- A. “Hannah saw her cousins scuttle up the ladder to the open deck.”
  - B. “Francis whispered back, ‘We were going to climb high to watch for land.’ ”
  - C. “The sea was indeed smooth on this day.”
  - D. “Miles Standish added, ‘This is not mere mischief.’ ”

**Evidence-Based Selected-Response Question**

5. This question has two parts. Answer Part One and then answer Part Two.

**Part One**

What is the author's main purpose in "Hannah Saves the *Mayflower*"?

- A. to share a story of sadness from the *Mayflower*
- B. to explain the importance of the *Mayflower*'s journey
- C. to create characters as a way to show how life may have been on the *Mayflower*
- D. to develop a plot as a way to emphasize the facts of the *Mayflower*'s journey

**Part Two**

Which sentences from the passage support the answer in Part One? Choose **two** answers.

- A. "Hannah gnawed on the hard, dry meal, remembering warm milk and newly picked berries of long ago."
- B. "When they could cook, charcoal fires were built on sand in metal boxes on the open deck."
- C. "John and Francis were older than Hannah."
- D. "Suddenly, the boys stopped, and Hannah almost ran into them."

## PASSAGE 2

**Susanna's Promise**

by Heather Hill Worthington

Mother held my hand as we boarded the crowded ship. She was with child. Father struggled to carry my old cradle.

"Will the baby come today?" I asked.

"Not today or tomorrow either," Mother said.

I couldn't imagine Mother having the baby here. What if the boat leaked? Father led us down below deck to our dark quarters. Mother visited with Mistress Hopkins who, too, was expecting a baby.

Later, Father took me on deck. "It's a fine day for sailing, Resolved<sup>1</sup>," he said. As we left the harbor, the boat was leaning over to one side. Breakers tumbled. My lips tasted salty.

As land disappeared from sight, waves pounded the *Mayflower's* hull. I clung to Mother, who was seasick. Others complained.

"Hold on!" shouted Captain Jones. The ship pitched, bow up, then down. Soon we weren't allowed up on deck.

Days passed. Scary thunderstorms came. Creeping onto the deck, the sea slithered like a serpent. It washed down on us all, as we shivered below deck. The sailors shouted. They didn't like our sickness, singing, or prayers.

"We'll find happiness in the new land," Mother promised.

But I wasn't so sure. Part of the ship cracked, but it was soon fixed.

When Oceanus Hopkins was born, I couldn't wait for our baby. "It won't be long now," Mother said.

The weather cleared. One day I heard "Land Ho!" It was late November. Up on deck, I saw only deserted beach. There was no city like the one we'd left.

There was another problem. Captain Jones had taken us to the wrong place. This wasn't Hudson's Paver, where we were supposed to land. "Winter is coming, and the sailing is too dangerous," Father explained.

On November 11 we anchored ship, and soon Father and the others set out to explore in a small boat. With other men, Father waded to the beach through icy water. I thought him brave. I feared we'd all freeze before our homes were built.

When we all went ashore, I ran on the sand with my friend, Wrestling<sup>2</sup>. Mother washed clothes. I shouted when I saw a whale spouting in the water.

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<sup>1</sup> Resolved—name of narrator

<sup>2</sup> Wrestling—name of narrator's friend

We lived on the ship while the men went exploring. Then, one day, Mother called for Mistress Hopkins. I was so excited! By nightfall, I had a baby brother. His name was Peregrine, which meant “traveler.” He was the first English baby born in New England. It snowed all night.

On shore, I collected thatch for our roof. Mother cared for Peregrine. He grew bigger. Mother took Peregrine and me out for fresh air.

At last, the weather warmed to spring.

I helped plant corn the Wampanoag way. The Wampanoags were the people who were here when we came. Now they had become our friends.

When the *Mayflower* finally sailed away in April 1621, we waved goodbye from our new home.

It has been four years since our people crossed the great ocean. I watch my mother, Susanna, chase my little brother through the tall grass. He loves this game. His spirit is free. I am nine and have responsibilities.

The sun shines brightly on our hillside settlement. Life is good in Plimouth Plantation; we are thankful. We have found happiness in the new land, just as Mother promised.

**Multiple-Choice Questions**

6. Read the sentence from “Susanna’s Promise.”

“The ship pitched, bow up, then down.”

Which meaning of the word pitched is used in the sentence?

- A. threw
- B. rose and dipped
- C. set on a slope
- D. put into position

7. Read the sentence from “Susanna’s Promise.”

“Creeping onto the deck, the sea slithered like a serpent.”

Which idea does the simile **most** express?

- A. the danger of the ocean
- B. the vastness of the ocean
- C. the fragile quality of the ship
- D. the slow movement of the ship

8. Which sentence from “Susanna’s Promise” **most** shows that the Pilgrims remained hopeful during their journey?
- A. “Mother held my hand as we boarded the crowded ship.”
  - B. “ ‘It’s a fine day for sailing, Resolved,’ . . . ”
  - C. “ ‘We’ll find happiness in the new land,’ . . . ”
  - D. “He was the first English baby born in New England.”

9. Which sentence **best** contrasts how the two passages describe the Pilgrims' journey on the *Mayflower*?
- A. "Hannah Saves the *Mayflower*" makes sailing seem boring, but "Susanna's Promise" makes sailing seem exciting.
  - B. "Hannah Saves the *Mayflower*" tells where the ship comes from, but "Susanna's Promise" tells where the ship is going.
  - C. "Hannah Saves the *Mayflower*" focuses on a single event, but "Susanna's Promise" focuses on a longer period of time.
  - D. "Hannah Saves the *Mayflower*" shares the thoughts of one character, but "Susanna's Promise" shares the thoughts of several characters.



**PASSAGE 3**

Read the following passage about cave science. Then answer question 10.

## **Uncovering a Mystery**

by David L. Harrison

It is September 2001, on a sunny day in the Midwest near Springfield in Greene County, Missouri, and Journagan Construction is building a road. Bobby Page's job is to remove part of a hill that is in the way by using explosives. He and his crew get ready. Their hydraulic drill chatters down into the rocky earth, digging a series of small holes nearly 30 feet deep.

The crew places sticks of powder in the bottoms of the holes and covers them with ammonium nitrate, an explosive ingredient that looks like mayonnaise. The powder will set off the ammonium nitrate. Fuses and ignition caps are in place. A long line runs uphill to a place where the blast will be set off by the push of a button. People living nearby have been told there will be an explosion. Traffic on the road has been stopped to protect motorists.

### **Fire in the Hole!**

Bobby raises his right hand, ready to call out the familiar warning. In just a moment, part of the hill will erupt. Dust and clay will shoot 30 feet toward the blue sky like a geyser. A wave of shattered earth and stone will explode onto the roadbed. It will sound like a waterfall crashing onto rocks. Dust and smoke will swirl. The air will smell of burned powder like the stale remains of Fourth of July fireworks.

"Fire in the hole!"

The side of the hill explodes. Smoky clouds of dust and grit collide. But no wave of broken rocks crashes outward onto the roadbed. Instead, part of the hill vanishes into the earth.

People scramble toward the blast site for a look. They stare down into a wide, jagged hole. The explosion has blown through the wall of a cave!

Driven by curiosity, Bobby picks his way down through the rubble. The floor is littered with slabs of rock that shattered off the ceiling. Bobby holds a lighter above his head. A few steps beyond the weak sunlight he finds himself in a dark, silent place. Wisely, he turns back. This unexpected cave is a serious problem for the road builders. It must be reported right away.

### **Detectives on the Scene**

What happens next shows just how much detective work is involved in cave science. When he learns about the cave, Dave Coonrod, the top Greene County official, notifies Ken Thomson, a geologist and cave expert. Ken identifies the rocks around this cave as limestone, a kind of rock that formed underwater when a shallow sea covered the area millions of years ago.

Ken Thomson can see that the newly discovered cave is big. It's hard to tell how far its tunnels might reach. He decides that it needs to be investigated. One of the first people he notifies is Matt Forir. Matt is a paleontologist, the kind of scientist who studies ancient life. Matt and team member Lisa McCann will be the first detectives to tackle the scientific mysteries of this unknown cave. They wonder if they are about to walk where no human has been, uncover secrets that no one has witnessed. They share a great responsibility, and they feel it.

"You can't be too careful," Matt says. "This may be just another cave. But there is always the possibility of finding priceless fossils that will help us understand what life was like in the past. A careless step might destroy something that can never be replaced."

### **Walking into the Past**

Matt and Lisa work down through the debris and enter the blast opening. The first chamber of the cave is large and fairly round. The far walls and ceiling are only dimly visible in the lights mounted on their helmets. Stone formations of many shapes and colors hang from the ceiling and grow out of the floor.

Matt and Lisa edge forward. They walk between floor-to-ceiling columns that look like ice sculptures. Beyond the columns they pass a shallow pool so clear that the water is invisible. The floor slopes downward to the lip of a wide pit 10 feet deep and 30 feet across. The explorers slide down the slippery bank, wade through cold water above their ankles, and scramble up the far side.

Clay is everywhere. It coats the walls and the floor, and clings to their wet boots. One hundred feet into the cave, they stop to look at a wall. Their lights crisscross the darkness like narrow searchlights. Suddenly the beams come together on the same spot. Several feet above their heads, enormous claws have left deep slashes in the clay. Sometime in the past a living creature—a very large living creature—had visited the cave!

### **A Startling Discovery**

"Look at the size!" Lisa says. The marks are 7 or 8 inches wide and 14 feet above the floor. That's 4 feet higher than a basketball hoop!

Matt's mind is already busy figuring out what kind of animal did this. "Bear," he says. But the only bear native to this area is the black bear, and black bears can't reach half this high. Their paws aren't more than 5 inches wide. The bear in here was a giant. Matt feels a rush of excitement. "Only one kind of bear was ever big enough to make those marks," he says. "The short-faced bear. The one that autographed this wall stood here more than ten thousand years ago!" That's when the last ice age ended, and paleontologists believe that short-faced bears were already extinct by then.

As Matt and Lisa turn around, their lights shine on the far wall of the passage, picking up claw marks that look different from the bear claws marks. These scratches look like they were cut into the clay with knives.

Matt whistles. "Saber-toothed cat or American lion," he says. "This was a busy place!"

The explorers have only been in the cave for 30 minutes, but they return immediately to the surface. Matt's report to the others waiting near the entrance is simple and straightforward:

"We have to save this cave! You're not going to believe what's down there!"

**Saving the Cave**

Ken, Matt, county officials, and other scientists consult with the construction company and road engineers. They reach a major decision. They will reroute the road to one side to spare the cave. They name the cave Riverbluff.

A crew repairs the damaged cave wall with 20-foot sheets of 1/2-inch steel. The cave is buried again to keep it safe from intruders. Now it can only be entered by climbing down a 16-foot hole and crawling through an underground drainpipe with padlocked steel doors at both ends.

By spring of 2002, the scientists are finally allowed to start exploring Riverbluff Cave. There is an air of excitement as they begin.

Mapping the cave is one of the first priorities. A map specialist named James Corsentino agrees to take on the task with help from Matt, Lisa, and other team members. "Crawling on your stomach through wet clay isn't always fun," says James, "but a good map is worth it."

Like explorers above ground, cave scientists need a map of where they're going. Geologists need to know the shape, size, and location of the cave to understand how it was formed. Hydrologists (scientists who study water) need a good map to discover the role that water plays in the cave. Paleontologists need to know where each discovery is made to understand what life was like in the area.

**Text-Dependent Analysis Prompt**

10. The author makes the point that “detective work is involved in cave science.” Write an essay analyzing how this point is supported throughout the passage. Use evidence from the passage to support your response.

## **Writer’s Checklist for the Text-Dependent Analysis Prompt**

PLAN before you write

- Make sure you read the prompt carefully.
- Make sure you have read the entire passage carefully.
- Think about how the prompt relates to the passage.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

- Analyze the information from the passage as you write your essay.
- Make sure you use evidence from the passage to support your response.
- Use precise language, a variety of sentence types, and transitions in your essay.
- Organize your paper with an introduction, body, and conclusion.

PROOFREAD after you write

- ☐ I wrote my final essay in the answer booklet.
- ☐ I stayed focused on responding to the prompt.
- ☐ I used evidence from the passage to support my response.
- ☐ I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.

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- This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings present.

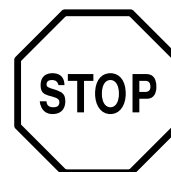
**GO ON** 

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**GO ON** 

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**After you have checked your work, close your answer booklet and test booklet so your teacher will know you are finished.**



## Text-Dependent Analysis Scoring Guideline

## #10 Item Information

<b>Alignment</b>	E.1.1	<b>Depth of Knowledge</b>	3	<b>Mean Score</b>	1.53
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**Assessment Anchor:**

E05.E.1–Evidence-Based Analysis of Text

**Specific Assessment Anchor Descriptor addressed by this item:**

E05.E.1.1–Draw evidence from literary or informational texts to support analysis, reflection, and research.

<b>Score</b>	<b>Description</b>
<b>4</b>	<ul style="list-style-type: none"> <li>Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s)</li> <li>Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)</li> <li>Strong organizational structure that effectively supports the focus and ideas</li> <li>Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas, and inferences</li> <li>Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions</li> <li>Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose</li> <li>Skillful use of transitions to link ideas</li> <li>Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning</li> </ul>



Score	Description
3	<ul style="list-style-type: none"> <li>Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s)</li> <li>Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)</li> <li>Appropriate organizational structure that adequately supports the focus and ideas</li> <li>Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences</li> <li>Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions</li> <li>Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose</li> <li>Appropriate use of transitions to link ideas</li> <li>Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning</li> </ul>
2	<ul style="list-style-type: none"> <li>Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s)</li> <li>Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s)</li> <li>Weak organizational structure that inconsistently supports the focus and ideas</li> <li>Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences</li> <li>Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions</li> <li>Weak reference to the main idea(s) and relevant details of the text(s) to support the writer's purpose</li> <li>Inconsistent use of transitions to link ideas</li> <li>Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning</li> </ul>
1	<ul style="list-style-type: none"> <li>Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s)</li> <li>Minimal evidence of an introduction, development, and/or conclusion</li> <li>Minimal evidence of an organizational structure</li> <li>Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences</li> <li>Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions</li> <li>Minimal reference to the main idea(s) and/or relevant details of the text(s)</li> <li>Few, if any, transitions to link ideas</li> <li>Little or no use of precise language or domain-specific vocabulary drawn from the text(s)</li> <li>Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning</li> </ul>

**ENGLISH LANGUAGE ARTS TEST DIRECTIONS FOR CONVENTIONS OF  
STANDARD ENGLISH QUESTIONS****Directions:**

On the following pages are the Conventions of Standard English questions.

**Directions for Multiple-Choice Questions:**

Each question will ask you to select an answer from among four choices.

For the multiple-choice questions:

- Read each question and choose the best answer.
- Only one of the answers provided is correct.
- Record your choice in the answer booklet.

**CONVENTIONS OF STANDARD ENGLISH MULTIPLE-CHOICE QUESTIONS**

11. Read the paragraph.

(1) A walrus uses its long teeth, or tusks, in many different ways. (2) Scientists believe a walrus uses its tusks to climb out of the water. (3) The animal may also use its tusks to dig holes in the ice and to protect themselves from predators.

Which change corrects the error?

- A. Change uses to use in sentence 1.
- B. Change believe to believes in sentence 2.
- C. Change its to their in sentence 2.
- D. Change themselves to itself in sentence 3.

12. Read the directions on how to get to the park.

First, carefully cross the street and pass the water tower. Then, walk past the jewelry store and walk one block north. Then, you will pass the area where the Little League baseball team practices. You will see the park next to the Italian restaurant.

Which underlined word is misspelled?

- A. carefully
- B. jewelry
- C. area
- D. restaurant

13. Read the sentence.

Before the scouts go on their camping trip, \_\_\_\_\_ .

Choose the words that complete the sentence.

- A. all of them preparing and packing their supplies
- B. which will be a good learning experience for all
- C. they will have to raise money by selling plants
- D. where they will learn about plants and animals

## ENGLISH LANGUAGE ARTS—SAMPLE ITEM SUMMARY DATA

## Multiple-Choice and Evidence-Based Selected-Response Questions

Sample Number	Alignment	Answer Key	Depth of Knowledge	p-value A	p-value B	p-value C	p-value D
1	A-V.4.1.2	C	2	9%	19%	65%	7%
2	A-V.4.1.1	B	2	8%	50%	27%	15%
3	A-K.1.1.3	D	3	12%	4%	11%	73%
4	A-K.1.1.2	D	3	22%	17%	10%	51%
5	A-C.2.1.1	Part One: C Part Two: A, B	3	Mean Score: 1.34			
6	A-V.4.1.1	B	2	19%	58%	9%	14%
7	A-V.4.1.2	A	2	53%	18%	9%	20%
8	A-K.1.1.1	C	2	10%	9%	73%	8%
9	A-C.3.1.1	C	3	13%	19%	45%	23%
11	D.1.1.8	D	2	6%	8%	44%	42%
12	D.1.2.5	A	1	62%	21%	2%	15%
13	D.1.1.6	C	2	26%	5%	60%	9%

## Text-Dependent Analysis Prompt

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
10	E.1.1	4	3	1.53